

Alachua County Public Schools

Lawton M. Chiles Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

<https://www.sbac.edu/chiles>

Demographics

Principal: Cory Tomlinson

Start Date for this Principal: 8/21/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	34%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (65%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD, Gainesville, FL 32608

<https://www.sbac.edu/chiles>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to the success of every student:

- * All students can and will learn more than they presently know.
- * Lawton Chiles will be child centered.
- * All students will feel successful and be prepared for the 21st century.
- * Individuality is valued.
- * Lawton Chiles recognizes diversity in both students and staff.
- * Each child is important and valued..
- * Students will learn to respect differences in individuals.
- * Teachers serve as facilitators and ensure learning for all.
- * The teaching of social skills should be a part of the school day.
- * Communication will be ongoing between parents and teachers.

Provide the school's vision statement.

Lawton Chiles Elementary strives for excellence by actively involving all students, parents, faculty, staff, and the community in a safe, nurturing, and respectful environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tomlinson, Cory	Principal	Supervise teachersa and staff Instructional Leader
Booth, Suzanne	Assistant Principal	

Demographic Information

Principal start date

Sunday 8/21/2022, Cory Tomlinson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

750

Identify the number of instructional staff who left the school during the 2021-22 school year.

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	116	122	141	137	108	118	0	0	0	0	0	0	0	742
Attendance below 90 percent	5	27	26	20	15	10	0	0	0	0	0	0	0	103
One or more suspensions	1	1	3	0	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	2	18	20	15	13	13	0	0	0	0	0	0	0	81
Course failure in Math	2	13	14	10	12	7	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	12	13	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	12	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	1	25	16	14	12	8	0	0	0	0	0	0	0	76

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	2	19	22	14	18	16	0	0	0	0	0	0	0	91	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	2	5	1	5	0	0	0	0	0	0	0	0	0	13	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Friday 9/2/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	101	136	122	116	110	122	0	0	0	0	0	0	0	707
Attendance below 90 percent	2	22	13	16	7	9	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	4	10	3	6	0	0	0	0	0	0	0	34
Course failure in Math	0	7	5	12	2	8	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	5	12	3	9	0	0	0	0	0	0	0	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	101	136	122	116	110	122	0	0	0	0	0	0	0	707
Attendance below 90 percent	2	22	13	16	7	9	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	4	10	3	6	0	0	0	0	0	0	0	34
Course failure in Math	0	7	5	12	2	8	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	5	12	3	9	0	0	0	0	0	0	0	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	71%	53%	56%				70%	59%	57%
ELA Learning Gains	65%						66%	57%	58%
ELA Lowest 25th Percentile	29%						44%	49%	53%
Math Achievement	75%	40%	50%				73%	60%	63%
Math Learning Gains	69%						74%	61%	62%
Math Lowest 25th Percentile	41%						59%	49%	51%
Science Achievement	58%	54%	59%				67%	57%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	57%	12%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	67%	55%	12%	58%	9%
Cohort Comparison		-69%				
05	2022					
	2019	70%	55%	15%	56%	14%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	58%	11%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	75%	60%	15%	64%	11%
Cohort Comparison		-69%				
05	2022					
	2019	71%	57%	14%	60%	11%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	55%	11%	53%	13%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	14	6	23	38	25	20				
ELL	50			70							
ASN	87	64		96	100						
BLK	27	40	24	32	52	43	8				
HSP	71	64		83	72		61				
MUL	62	63		57	50						
WHT	88	77	50	89	75		80				
FRL	40	47	26	40	56	38	22				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	38		39	38		9				
ELL	55			82							
ASN	83			96							
BLK	27	31	35	33	38	35	7				
HSP	62	60		73	60		53				
MUL	55			64							
WHT	86	90		88	78		84				
FRL	35	32	31	41	52	47	13				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	34	36	41	80	81	30				
ELL	73			70							
ASN	100	92		100	85						
BLK	28	44	43	32	61	60	29				
HSP	69	75		74	79						
MUL	59	38		63	63		20				
WHT	88	75	43	90	80	50	86				
FRL	30	48	44	37	60	59	26				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	458

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 21-22 FSA data shows a decrease in learning gains for 3 ESSA subgroups. Black African American, Students w/ Disabilities and Economically Disadvantage students all fall below the low federal index of 41% proficiency. This is the first time Lawton Chiles Elementary has had ESSA subgroups not make the criteria.

Over the last few years those subgroups have been lower than other ESSA subgroups, but not as low to fall below 41%. This is a focus on teachers and administration each year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA overall gains was at 65% while the lowest quartile's gains were at 29%. Math overall gains was at 69% while the lowest quartile gains were at 41%. This data shows that our lowest quartile students are trailing behind our other students by a large percentage gap.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors can include attendance issues with lowest 25%, behavior for certain students, and lack of remediation in small groups for students that fall into this category.

Administration and parents need to work on student attendance for the 22-23 school year. Students that are absent need check ins and phone calls to insure they are attending school on a regular basis.

Administration and teachers work together on restorative practices to insure students are not missing a large portion of academic time due to behavior issues.

Administration will work on extra personnel to work with students that are struggling and are in the ESSA subgroups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The FSA data shows that Lawton Chiles made improvements in the following areas: ELA overall achievement, Math overall achievement, and overall Math learning gains.

ELA achievement - 68% to 71%

Math achievement - 74% to 75%

Math LG - 67% to 69%

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to these improvements can be related to teacher instruction focus on small group instruction to differentiate instruction. Lesson plans that are well planned based on state standards.

What strategies will need to be implemented in order to accelerate learning?

Lawton Chiles is currently in our second year of implementing UFLI in our primary grades. This program will allow for our students to have a better foundation in ELA as they reach the intermediate grades. Teachers will also focus instruction on small groups inside the classroom. These small groups will allow for differentiation between students and standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD opportunities will be provided throughout the year on UFLI training. Teachers will also have access to district ELA and Math coaches. These coaches will be able to push into classrooms to observe and teacher if necessary standards that are need of attention.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Administration will play a key part in improvement. The principal and assistant principal will be conducting snapshots and formal observations to insure standards are being taught with strategies that are researched based and effective. Administration will also work along side the district ELA and Math coaches to highlight areas of concern.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FSA data for 21-22 shows Black African American students scoring 32% proficiency on the federal index.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lawton Chiles Elementary will increase the overall percentage for Black African American students by 10% in ELA for the 22-23 school year based off of FAST progress monitoring data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Principal, Assistant Principal and teachers will monitor FAST data on a quarterly basis to determine improvement or areas that need improvement.

Person responsible for monitoring outcome:

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

FAST progress monitoring data will be used to determine improvement for this area of focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

FAST progress monitoring data will allow for administration and teachers to see up to date data to determine effectiveness of teacher strategies and remediation practices.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in grades Kindergarten, first, and second are receiving instruction in a phonics based program called UFLI. This program helps students learn to read using a variety of strategies and follow up work. This program is being implemented by the classroom teachers and is monitored by school administration through classroom walk through snapshots and formative observations.

High Dose tutoring for selected students and grade levels.

Provide standards-based instruction to all students using core materials, in whole and small groups. The instruction will match the level of content complexity required by the standards. Assessments will be aligned to test item specifications. Reteaching and intervention will be based on a regular review of student data.

After school tutoring for selected students and grade levels.

Person Responsible

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FSA data for 21-22 shows students with disabilities scoring 21% proficiency on the federal index.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lawton Chiles Elementary will increase the overall percentage for students with disabilities by 20%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Principal, Assistant Principal and teachers will monitor FAST data on a quarterly basis to determine improvement or areas that need improvement.

Person responsible for monitoring outcome:

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

FAST progress monitoring data will be used to determine improvement for this area of focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

FAST progress monitoring data will allow for administration and teachers to see up to date data to determine effectiveness of teacher strategies and remediation practices.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in grades Kindergarten, first, and second are receiving instruction in a phonics based program called UFLI. This program helps students learn to read using a variety of strategies and follow up work. This program is being implemented by the classroom teachers and is monitored by school administration through classroom walk through snapshots and formative observations.

High Dose tutoring for selected students and grade levels.

Provide standards-based instruction to all students using core materials, in whole and small groups. The instruction will match the level of content complexity required by the standards. Assessments will be aligned to test item specifications. Reteaching and intervention will be based on a regular review of student data.

After school tutoring for selected students and grade levels.

Person Responsible

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

FSA data for 21-22 shows students that are economically disadvantage scoring 39% proficiency on the federal index.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lawton Chiles Elementary will increase the overall percentage for students that are economically disadvantage by 10% in ELA for the 22-23 school year based off of FAST progress monitoring data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Principal, Assistant Principal and teachers will monitor FAST data on a quarterly basis to determine improvement or areas that need improvement.

Person responsible for monitoring outcome:

Cory Tomlinson (tomlinsonc@gm.sbac.edu)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

FAST progress monitoring data will be used to determine improvement for this area of focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

FAST progress monitoring data will allow for administration and teachers to see up to date data to determine effectiveness of teacher strategies and remediation practices

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in grades Kindergarten, first, and second are receiving instruction in a phonics based program called UFLI. This program helps students learn to read using a variety of strategies and follow up work. This program is being implemented by the classroom teachers and is monitored by school administration through classroom walk through snapshots and formative observations.

High Dose tutoring for selected students and grade levels.

Provide standards-based instruction to all students using core materials, in whole and small groups. The instruction will match the level of content complexity required by the standards. Assessments will be aligned to test item specifications. Reteaching and intervention will be based on a regular review of student data.

After school tutoring for selected students and grade levels.

Person Responsible

[no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Lawton Chiles Elementary will continue to work with parents, students, teachers and stakeholders to provide a positive culture for all students that attend. The SAC committee is made of multiple members of the school community. There are different ethnicity groups represented, school positions and administrative input. This allows for different views and ideas to be brought to the table. Chiles continues to encourage parents and community members to volunteer their time inside and outside the classroom. Our overall volunteer hours will show the much needed support for our students. We continue to have a partnership with local members to support some of most "at risk" students by offering mentors through the year. Administration is open to parents and the community members to bring ideas to the table both informally and formally to make changes as needed.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders include the administration, instructional, non instructional staff, parents , and SAC members. This group of people work together to discuss successes and areas of challenge within the building. SAC members are asked for input from citizens if available.